

**ASSIGNMENT BOOKLET 7B**

Grade One Thematic  
Module 7B: Days 10 to 18

**Home Instructor's Comments and Questions**

\_\_\_\_\_  
**Home Instructor's Signature**

**FOR SCHOOL USE ONLY**

Assigned Teacher:  
\_\_\_\_\_

Date Assignment Received:  
\_\_\_\_\_

Grading:  
\_\_\_\_\_

Additional Information:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FOR HOME INSTRUCTOR USE**

(if label is missing or incorrect)

Student File Number:  
\_\_\_\_\_  
\_\_\_\_\_

Date Submitted:  
\_\_\_\_\_  
\_\_\_\_\_

**Apply Module Label Here**

**Name**

**Address**

**Postal Code**

*Please verify that preprinted label is for  
correct course and module.*

**Teacher's Comments**

\_\_\_\_\_  
**Teacher's Signature**

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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**Send all letters in a separate envelope.**

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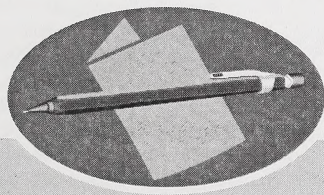


# **Grade One Thematic**

## **Module 7**

### **Under the Magnifying Glass**

#### **ASSIGNMENT BOOKLET 7B**





**This product is the result of a joint venture with the following contributors:**



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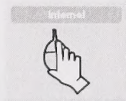


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Grade One Thematic  
Module 7B: Under the Magnifying Glass  
Assignment Booklet 7B  
Learning Technologies Branch  
ISBN 0-7741-2353-2

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

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- Alberta Learning, <http://www.learning.gov.ab.ca>
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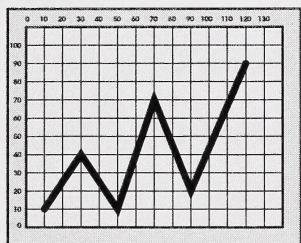
[https://archive.org/details/gradeonethematic07albe\\_2](https://archive.org/details/gradeonethematic07albe_2)

## Day 10

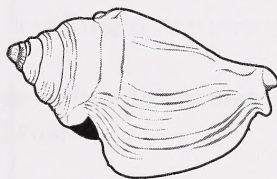
## Consonant Digraphs

Print **sh**, **ch**, or **ph** to make each word complete. The first one has been done for you as an example.

1.

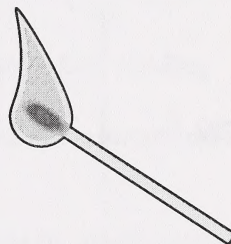
gra p h

2.



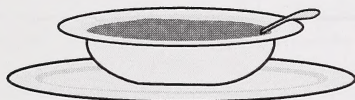
\_\_\_ ell

3.



mat \_\_\_

4.



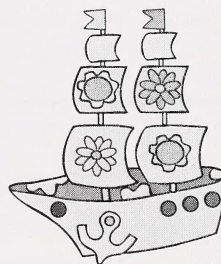
di \_\_\_

5.



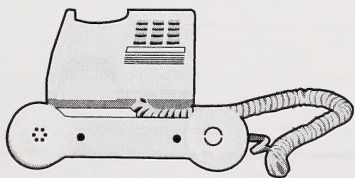
\_\_\_ ick

6.



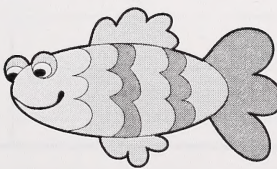
\_\_\_ ip

7.



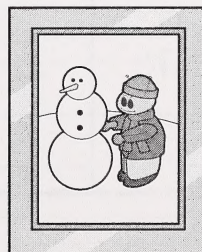
\_\_\_ one

8.



fi \_\_\_

9.



\_\_\_ oto

# Day 10 Observation Chart

Draw labelled diagrams to show how the plants look.

Day	Carrot or Beet	Sweet Potato
Day 5		
Day 10		
Day 13		
Day 16		



## Day 10

## Learning Log

## Home Instructor's Comments

What have you observed about your student's developing self-confidence? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to try predicting events when reading  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to try new activities in Movement and Music  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • attempts to read unknown words by applying one or more strategies (tries to sound out, use context, or predict) |

Add any additional information or comments about your student's self-confidence.

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## Student's Thoughts

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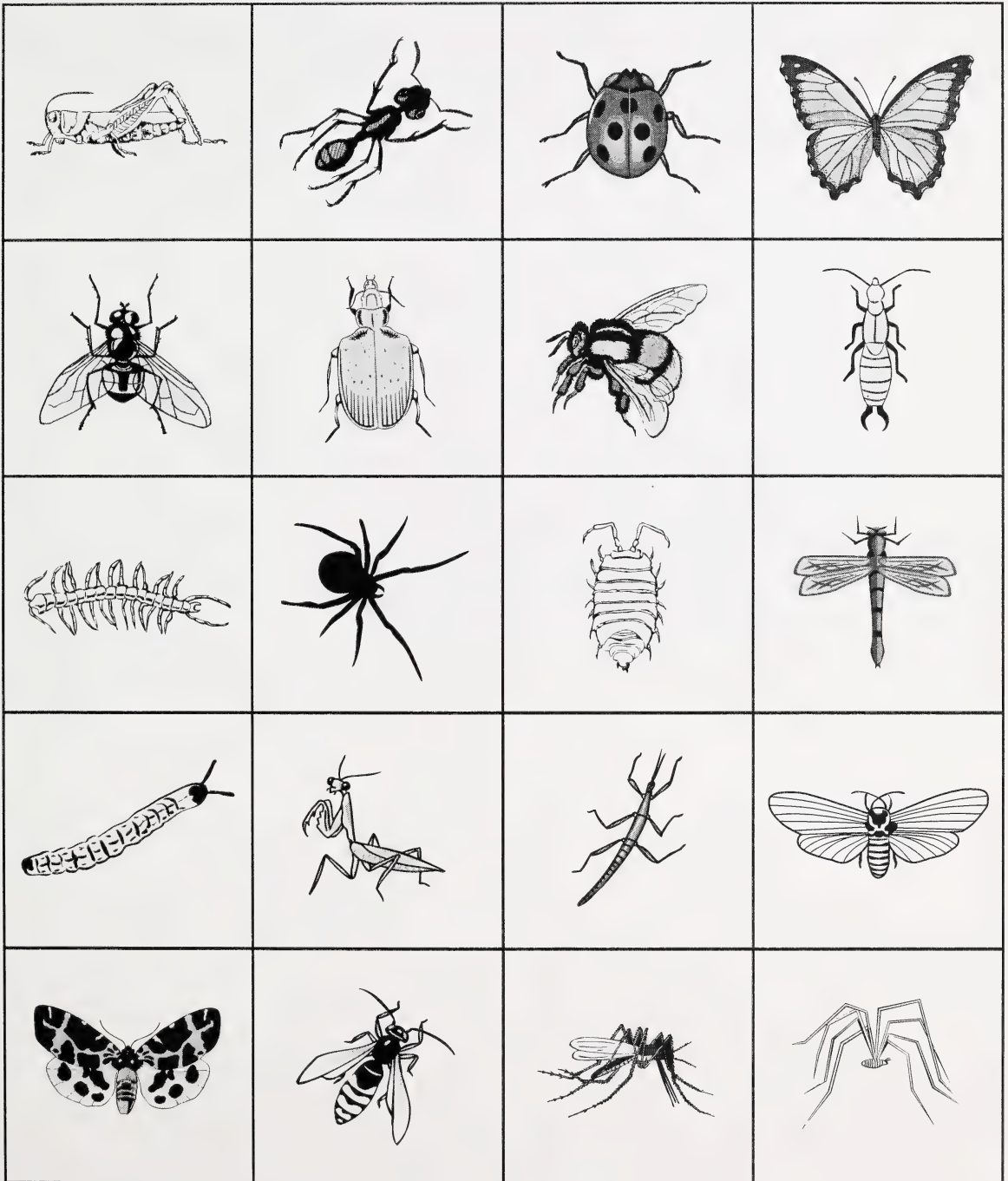
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## Day 11

## Bug Pictures







## Day 11

## Learning Log

## Home Instructor's Comments

What have you observed about your student's developing self-confidence? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • attempts to read unknown words   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to identify words that describe <b>friendly</b> and <b>scary</b> |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to create new movements in Music and Movement activities      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows curiosity and interest in bugs                                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • actively participates in experiment research                             |

Add any additional information or comments about your student's self-confidence.

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## Student's Thoughts

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## Day 12

## Adding -er or -est

Circle the word that will finish each sentence. Print the word on the line. The first one has been done for you as an example.

1. Pat is

shorter

than Jane.

shorter

shortest

2. That man worked the

of anyone.

harder

hardest

3. Sam ran the

of all the boys.

faster

fastest

4. A dog's bark is

than a cat's meow.

louder

loudest

5. Today was

than yesterday.

warmer

warmest



# Day 12

# Learning Log

## Home Instructor's Comments

What have you observed about your student's writing development? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can write three or more sentences that are logical and make sense           |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes ideas in complete sentences  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is developing an understanding of editing and proofreading                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • actively participates in making changes to improve a first draft of writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys receiving feedback from others about own writing                     |

Add any additional information or comments about your student's writing skills.

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## Student's Thoughts

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# Day 13

# Learning Log

## Home Instructor's Comments

What have you observed about your student's physical development in movement activities? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows enjoyment in movement activities   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to combine different patterns of movements on command                                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • transfers weight easily, for example, can hop on one foot then the other, can change direction |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows interest in learning about physical fitness  |

Add any additional information or comments about your student's development and participation in movement activities.

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## Student's Thoughts

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# Day 14

# Verb Endings -ed and -ing

Add the ending **-ed** or **-ing** to the underlined word to make the sentence complete. The first one has been done for you as an example.

1. We went boat ing on the lake.

2. She was go \_\_\_\_\_ to ask you.

3. Dad yell \_\_\_\_\_ for the dog.

4. The baby was cry \_\_\_\_\_.

5. I jump \_\_\_\_\_ down.

6. Mom ask \_\_\_\_\_ us to help.

7. I like to go fish \_\_\_\_\_.

8. I walk \_\_\_\_\_ to the store.

# Day 14      What Do Plants Need?

In the boxes below, draw a picture of each plant from the experiments on Day 9 of this module. Make a conclusion about what the needs of plants are.

Plant received water,  
air, and light.

Plant received  
no water.

Plant received  
no air.

Plant received  
no light.

Now write your conclusion about what plants need to grow and be healthy.

Plants need \_\_\_\_\_

# Day 14

# Learning Log

## Home Instructor's Comments

What have you observed about your student's learning in science? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • likes to experiment  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies the needs of plants   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • observes experiments and explains observations   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • makes reasonable conclusions based on experiments  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • applies knowledge to new situations, for example, explains how to care for a different plant based on previous experiences |

Add any additional information or comments about your student's science skills.

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## Student's Thoughts

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# Day 15

# The Bean Seed

Cut along the dotted lines and then put the pages in order.  
Staple the pages together in the top left corner.

-1-

## The Bean Seed

-2-



Colour the seed.

-3-



Colour the root, which grew from the seed.

-4-



Colour the stem, joined to the root, which grew from the seed.





## Day 15

## The Bean Seed

-5-



Colour the leaves, which formed on the stem, joined to the root, which grew from the seed.

-6-



Colour the flower that bloomed by the leaves, which formed on the stem, joined to the root, which grew from the seed.

-7-



Colour the bean pod, which grew from the flower that bloomed by the leaves, which formed on the stem, joined to the root, which grew from the seeds.

-8-



Colour the seed.



# Day 15

# Life Cycles

Cut out the boxes and put them in order.

Set 1: Bean Life Cycle

bean seed



bean plant with leaves



flowering plant



plant with mature bean







# Day 15

# Life Cycles

Cut out the boxes and put them in order.

## Set 2: Grasshopper Life Cycle

Caterpillar hatches from butterfly egg.



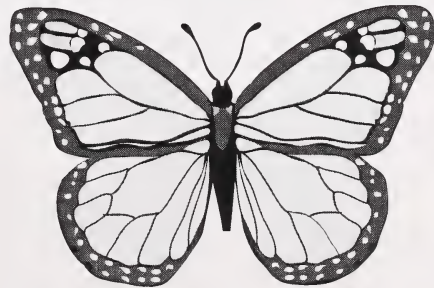
Caterpillar eats and grows.



Caterpillar forms a chrysalis.



The chrysalis changes to a butterfly.







## Day 15

## Learning Log

**Home Instructor's Comments**

What have you observed about your student's speaking development? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • speaks clearly  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • actively participates in discussions                    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks for explanations of ideas, concepts, and new words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • stays on topic and tells ideas in sequence              |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses appropriate volume when reading and speaking       |

Do you have any comments or questions about your student's speaking development?

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**Student's Thoughts**

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## Day 16

## Spelling Post-Test

Have the child print the Module 7 spelling words in the spaces below.

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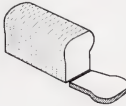









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## Day 16

Plant and  
Plant-Product Cards

	maple syrup		maple tree
apple		apple tree	
	paper		aspen tree
corn oil		corn	
	shirt		cotton plant
bread		wheat	
	wood chair		oak tree
sunflower seeds		sunflower	
	medicine		mould
sugar		sugar beets	





## Day 16

## Learning Log

**Home Instructor's Comments**

What have you observed about your student's developing attitude, knowledge, and skills in recognizing and organizing information? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an interest in reading a wide variety of material            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses various sources to gather information                         |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows whether information found applies to the topic being studied |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can organize data into categories                                  |

Add any additional information or comments about your student's ability to recognize and organize information.

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**Student's Thoughts**

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**Day 17****Word Recognition  
Test**

Use the cards from the student's New Word Box and word bank to test immediate recognition of the following words. Check the words the student can read by sight.

- |                                  |                                    |                                 |
|----------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> because | <input type="checkbox"/> think     | <input type="checkbox"/> things |
| <input type="checkbox"/> same    | <input type="checkbox"/> different | <input type="checkbox"/> words  |
| <input type="checkbox"/> work    | <input type="checkbox"/> word      | <input type="checkbox"/> before |
| <input type="checkbox"/> after   | <input type="checkbox"/> been      | <input type="checkbox"/> than   |
| <input type="checkbox"/> old     | <input type="checkbox"/> new       | <input type="checkbox"/> called |
| <input type="checkbox"/> most    | <input type="checkbox"/> left      | <input type="checkbox"/> right  |
| <input type="checkbox"/> know    | <input type="checkbox"/> through   |                                 |

If your student has chosen theme-related or special-interest words, write them here and check the ones that are recognized by sight.

- |                                |                                |                                |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

# Day 17      Printing Words with Endings -lk, -nk, -ng, and -ck

Listen to the words as they are read. Print each word under the heading that matches the ending.

**-ck**

[illegible]



# Day 17

# Learning Log

## Home Instructor's Comments

What have you observed about your student's developing skill in painting? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys mixing paint to produce new colours  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is skillful at handling the brush   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to clean up after the project  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • applies previously taught skills, such as using a horizon line, overlapping figures, or creating different textures |

Add any additional information or comments about the day's work.

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## Student's Thoughts

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# Day 18

# Weather Graph

Colour in one square for each day's weather, as recorded on the calendar, to make a weather bar graph.

\_\_\_\_\_  
(name of month)

 cloudy	 rainy	 sunny	 snowy		

# Day 18

# Checklist for Track and Field Meet

Place a check (✓) in the box to indicate completed items.

- ☐ Make a schedule of events so people know when each event is occurring.
- ☐ Group participants according to when they will participate.
- ☐ Plan a snack. (optional)
- ☐ Set up a point system.
- ☐ Set out equipment for the events.
- ☐ Mark the start and finish line for the sprint.
- ☐ Mark the start and finish line for the distance run.
- ☐ Make a line with chalk (or paint) on grass or dirt for the standing long jump.
- ☐ Label balls and pegs (sticks) with names for marking the furthest ball throw.
- ☐ Get a bucket and ball for the underhand throw.
- ☐ Get a ball and target for the target throw.
- ☐ Get broom handles, hockey sticks, or other materials for obstacle course.
- ☐ Make thank-you cards or certificates of participation for each person participating. (optional)

# Day 18

# Learning Log

## Home Instructor's Comments

What have you observed about your student's developing attitude, skills, work habits, and effort in Module 7. Check **yes** or **not yet**.

### Calendar

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows the days of the week and months of the year  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is developing an awareness of time and season  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • completes routine activities independently   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • describes seasonal changes and interprets the effects of seasonal changes on living things |

### Science

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • observes and describes results of experiments  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • describes personal actions that will help preserve the environment   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies similarities and differences in the needs of living things  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses the senses to make general and specific observations and communicates observations orally and by producing captioned pictures |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • describes the role of the human senses and the senses of other living things in enabling perception and action                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • describes some common living things and identifies needs of those living things  |



# Day 18 Learning Log continued

## Writing

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is becoming increasingly independent when writing                             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses varied strategies to spell an unknown word                               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is beginning to participate in revising and editing                           |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • connects information from oral, print, and other media text to report writing |

## Physical Education

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to try activities   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows improved skills in running, jumping, and throwing in a variety of environments and using various equipment |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes personal abilities while participating in physical activity   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows good sportsmanship in competition  |

## Reading

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses varied strategies to figure out unknown words   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses knowledge of context, pictures, letters, words, sentences, predictable patterns, and rhymes in a variety of oral, print, and other media texts to construct and confirm meaning |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • relates aspects of stories and characters to personal feelings and experiences   |

**Day 18****Learning Log  
(continued)**

Comment on your student's development in calendar activities. Are there any skills that you plan to concentrate on for the next module?

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**Student's Thoughts**

Add your student's thoughts and feelings about today's track meet.

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# **Grade One Thematic Assignment Booklet 7B**

## **Module 7B: Under the Magnifying Glass**

### **Student Folder Items**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

#### **Days 10–18**

- ☐ Thematic Assignment Booklet 7B (Check that all assignments have been completed, including the Learning Logs.)

#### **Day 10**

- ☐ Journal Writing (plant observations or The Bean Seed)

#### **Day 11**

- ☐ Writer's Workshop (poem "Bugs")
- ☐ Journal Writing (insects or personal interest topic) (optional)

#### **Day 12**

- ☐ Journal Writing (experiment changes or bugs) (optional)
- ☐ Project Time: Bug Mobile

#### **Day 13**

- ☐ Journal Writing (trip anywhere in the world) (optional)
- ☐ Writer's Workshop (Bug story) (first draft and final copy)

#### **Day 14**

- ☐ cassette containing practised reading of "Popcorn"
- ☐ Journal Writing (favourite garden items)
- ☐ Project Time: Print Making (plant painting)



### Day 15

☐

*Level A: Modern Curriculum Press Phonics, pages 283 and 284*

☐

printing activity (printing kn words)

☐

Journal Writing (What will happen next to the plant?)

### Day 16

☐

*Level A: Modern Curriculum Press Phonics, pages 285 to 287*

### Day 17

☐

Writer's Workshop (report on uses of plants)

☐

Enrichment (poem "Please Don't Hurt Living Things") (optional)

☐

Project Time: Painting a Picture (painting of the outdoors)

### Day 18

☐

*Level A: Modern Curriculum Press Phonics, pages 288 and 289*

☐

Writer's Workshop (booklet My Bean Seed began on Day 1 of Module 7)

## Image Credits

### Page

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